

Daily Lesson Plan

Instructor(s): 6 th Grade ELA Novel: Holes by Louis Sachar	Date:
Lesson: Novel: Holes by Louis Sachar	Novel: Holes by Louis Sachar
Lesson Preparation: Goals for Today's Lesson	
<p>Essential Question(s): How do we recognize changes in self-perception?</p> <p>Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.</p> <p>Background/Overview: Stanley Yelnats has had awful luck his whole life: He's overweight, kids tease him, his family is poor, and now he's accused of a crime he didn't commit! Stanley blames his great-great grandfather, Elya Yelnats, who stole a pig from a gypsy. According to legend, the gypsy put a curse on Elya and all his descendants.</p> <p>Learning Objective:</p> <ul style="list-style-type: none"> • Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments. • Students will be able to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will be able to write arguments to support claims with clear reasons and relevant evidence. • Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	
<p>CCLS for lesson: Standards:</p> <p>RL.6.1; RL.6.2; RL.6.3; RL.6.4; RL.6.5; RL.6.6; RL.6.7; RL.6.9; RL.6.10;</p> <p>RI.6.1; RI.6.2; RI.6.10; W.6.4; W.6.5; W.6.6; W.6.9; W.6.10;</p> <p>SL.6.1; SL.6.4; SL.6.5; SL.6.6;</p> <p>L.6.1; L.6.2; L.6.3; L.6.4; L.6.5; L.6.6;</p>	
<p>Materials/Resources: Novel: Holes by Louis Sachar Grade 6.</p> <p>SpringBoard Level 1: p. 220-276</p> <p>Literature Guide</p>	
<p>Instructional Strategies (Differentiation of Teaching and/or activities):</p> <p>Whole Group-</p> <p>Teacher introduces novel to students...</p> <p>Simple overview of what students think the story is about...</p> <p>Many have probably read the book and watched the movie.</p> <p>Use the discussion questions below as students progress through the novel.</p> <p>Discussion questions:</p> <p>Why is the book called <i>Holes</i>? Besides the boys, who else dug holes at Green Lake? How does digging holes help Zero and Stanley survive? Was there a hole in Stanley's life when he went to Camp Green Lake? Was it still there when he left? Why or why not? What "holes" are there in the story for the reader? How are they "filled in"?</p> <p>Besides the title, the characters' names are also symbolic. Discuss the importance of names in the book. What is the significance of Stanley's name being a palindrome? Talk about the other names in the</p>	

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book, particularly the nicknames given to the boys at Camp Green Lake.

There are many parallels between the different stories told in *Holes*. Explain the importance of these recurring themes: peaches, onions, lizards, Mary Lou.

Compare the song that appears throughout the book with the version that ends the book. How does the tone and meaning change? How does that reflect the changes that occurred in the book?

Find examples of irony and dark humor in the book.

At the heart of this story is a fable. Discuss the moral of this fable.

Who are the important characters? What does each character represent?

Use the following questions according to performance level...

Character

Camp Green Lake seems like a place from another world—a dry, flat wasteland covered with hundreds and hundreds of holes. Green Lake had once been the largest lake in Texas, surrounded by peach trees. Why did the area change so drastically? Predict how Camp Green Lake will look ten years after Stanley leaves. What clues in the story lead you to this conclusion?

Important Themes

Discuss the ways that fate and destiny affect Stanley and his family. Stanley's great-great-grandfather was "cursed" because he did not carry Madame Zeroni up the mountain as he had promised. How was this promise fulfilled over a hundred years later? How did the story of Stanley's great grandfather's survival help Zero and Stanley survive their escape from Camp Green Lake?

Another significant theme in *Holes* is friendship. At home, Stanley did not have many friends. But at Camp Green Lake, he and the other boys in his group develop a strong bond. Stanley forms a special friendship with Zero, whom he teaches to read. Discuss the bond that develops among the boys. How did Zero and Stanley prove their friendship to each other?

Conflict

Throughout the book, there is a conflict between loving, giving characters and those with selfish motives. Discuss at least three examples of this conflict. In the end, which characters prevail?

Students will know: (Content/Concepts)

- Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments.
- Students will be able to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Students will do: (Skills)

Identify textual support and evaluate its meaning.

Determine the author's purpose and explain if the purpose was indeed accomplished.

Determine the meaning of words and phrases as used in the text and gain a working knowledge of domain specific vocabulary in context.

Create written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.

Produce clear and coherent writing in which the text structure, development, and vocabulary are

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<p style="text-align: center;">Mini-Lesson: Building Background/Activating Prior Knowledge (20% of the Lesson)</p>					
<p>Vocabulary:</p>	<p>splatter, raspy, parch, evict, excavate, dawdle, contaminate, protrude, indentation, increment, humiliate, writhe, holster, gash, afflict, recede, accelerate, predatory, mirage, nectar, retrieve, premise, grimace, venom, despicable, preposterous, desolate</p>				
<p>Do Now:</p>	<p>After reading the handout: Historical Context- Besides a lack of precipitation...what else do you know about desert life? Choose an animal or plant that you know lives in a desert. What features or characteristics does it have that helps it live in such an extreme environment?</p>				
<p>Mini Lesson: <i>Steps for Building Background</i></p>	<p>Note Taking: Cornell Note-Taking Method</p> <p>Before reading the novel...students will attempt to activate their prior knowledge by completing the activity below:</p> <table border="1" data-bbox="483 1661 1516 1822"> <tr> <td data-bbox="483 1661 1003 1703">I Have Been to a Summer Camp</td><td data-bbox="1003 1661 1516 1703">I Haven't Been to a Summer Camp</td></tr> <tr> <td data-bbox="483 1703 1003 1822">Where was the camp?</td><td data-bbox="1003 1703 1516 1822">Where do you imagine the camp would be?</td></tr> </table>	I Have Been to a Summer Camp	I Haven't Been to a Summer Camp	Where was the camp?	Where do you imagine the camp would be?
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<p>Group Work and/or Independent Work:</p>	<p>When introducing the novel...</p> <p>Teacher may want to read aloud the description of Camp Green Lake as students take notes.</p> <p>Using their notes students create an illustration of Camp Green Lake.</p> <p>See Literature Guide for further activities and ideas.</p> <p>Students must complete one out of two of the tasks below:</p> <p>Analyzing character traits</p> <p><i>Task 1:</i></p> <p>In the two settings of the realistic novel "Holes," both present and past, the characters live in isolated, lawless environments. Many of the characters take authority into their own hands and act cruelly towards others.</p> <p>Write a multi-paragraph essay that argues that the characters in "Holes" begin to behave cruelly towards others after they have been treated badly. You must write a thesis statement that expresses this opinion, a body of two or three paragraphs to support your statement, and a concluding paragraph that sums up this point of view.</p> <p><i>Task 2:</i></p> <p>"Holes," a realistic novel, is the story of different characters dealing with different hardships. Each character deals with his or her hardships with surprising and new methods. Some can argue that these methods are simply necessary, while others may argue that they are in fact extraordinary, or courageous.</p> <p>Write a multi-paragraph essay that argues that the characters in "Holes" are courageous. You must write a thesis statement that expresses this opinion, a body of two or three paragraphs to support your statement, and a concluding paragraph that sums up this point of view.</p>
<p style="text-align: center;">Assess & Reflect on Student Learning (20% of the Lesson)</p>	
<p>Share Out: <i>Assessment of New Learning</i></p>	<p>Share of group responses...</p>
<p>Oral/Written Reflection <i>New Learning</i></p>	<p>Homework: Writing:</p>